

ISD²⁰₂₁

VII INTERNATIONAL CONGRESS OF THE SOCIO-DISCURSIVE INTERACTIONISM

LANGUAGE AS ACTIVITY:
DIDACTIC RESEARCH AND PRACTICES
IN A MULTILINGUAL WORLD

Donostia - San Sebastián
5th - 7th July, 2021



UDA IKASTAROAK
CURSOS
DE VERANO
SUMMER COURSES
UPV/EHU



Universidad
del País Vasco
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Unibertsitatea



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de Patrimonio Lingüístico Mundial
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VII. INTERNATIONAL CONGRESS
OF SOCIO-DISCURSIVE
INTERACTIONISM

ISD 2021

Linguistic activity: didactic research and practices in a
plurilingual world

Donostia-San Sebastián, July 5, 6 and 7, 2021

SECOND ANNOUNCEMENT (November 2020)

Tusting that all are well, we send you the second announcement of the congress.

Although our hope is that the 2021 congress is hold face to face in Donostia-San Sebastián, since we sent out the first announcement, the evolution of the pandemic caused by Covid-19 has not improved, so we consider it more prudent to make some adaptations.

On the one hand, know that we are studying the possibility of doing it in hybrid mode; that is to say, that it is both in person and online. This means that whoever has the possibility to go to Donostia-San Sebastián will be face to face in the congress sessions and whoever cannot attend or prefers to do it another way, will instead be able to participate in the online congress. We will give you more details soon.

In the meantime, to present the communications, taking into account this new online option, we have opened the deadline for submitting proposals until November 30th.

THEMATIC AXES

The meeting is structured around four axes in which special attention, although not exclusive, will be paid to minority languages and linguistic diversity.

1st axis: Theories and epistemologies

This axis includes the contributions of general linguistics. Specifically, contributions that allow deepening the conceptualization of linguistic activity research from the ISD: language and society, grammar and text, relationships between languages and textual genres, linguistic diversity, text and type of discourse, structure / architecture of the text, didactics of languages as an autonomous science and their socio-political character, language and psychological development.

2nd axis: Language teaching and development

This axis, from the point of view of evolutionary psychology, includes the development and learning of languages in multilingual contexts (because there is no longer a totally monolingual context), among which it is worth mentioning that related to the first and second languages, minority, local, national, foreign, foreign languages, as well as ordinary and unusual development (linguistic problems, etc.).

In this axis, it is of great interest the identification of the students' learning processes with respect to the knowledge of grammar and discourse, as well as the possible transpositions to the teaching of the studies and methodologies carried out in psycholinguistics for the analysis of development and in language teaching.

3rd axis: Intervention and (socio-discursive) didactic practices

This third axis focuses on the teaching of languages. We understand that much of SDI's contribution has focused on how to improve student-centred teaching practices: the elaboration of curricula and teaching materials for diverse educational levels; the development of didactic resources that foster the acquisition of the contents of learning; treatment of the contents of linguistic activity as a system of oral and written communication, as a metalinguistic reflection, as a literary culture, and as a sensitivity towards linguistic diversity and minoritised languages.

This axis also welcomes proposals that focus on various strategies and resources to foster multilingual competence: immersion in the second language, interlinguistic transfer, integrated teaching of languages, *translanguaging*, multimodality, computer resources, and, ultimately, a series of approaches that contribute to didactic engineering and that are useful both in multilingual teaching and in teaching the first or second language.

4th axis: The activity of language in teacher training

This axis includes studies related to teacher training, both initial and in-service. The subject can be approached from different perspectives: analysis of the teaching activity that takes place in the school context; characterization of specific professional gestures; teaching practices and tools to analyse the representations of teachers about their work; self-confrontation, questionnaires, interviews, action figures, etc.

In addition, the studies and instruments for the training of teachers working in minority languages and foreign languages, language teaching to adults, literacy and literary development, in the languages of the specialty, in the field of languages within higher education, bi-multilingual educational contexts, populations of immigrant origin, etc.

This axis also includes other types of work that have existed in the SDI tradition, such as the study of linguistic activity in certain professions.

PROPOSAL SUBMISSION

These will be the types of contributions:

- ***Face to face oral communications*** (20-minute presentations and 10 minutes of discussion).
- ***Online and synchronic oral communications*** (20-minute presentations and 10 minutes of discussion).
- ***Pre-recorded online oral communications*** (15-minute presentations).
- ***2-hour symposium***, with three coordinated communications. It must be specified in the proposal if it will be held in the online or face-to-face modality.
- ***Posters***:
 - *Paper*, to present at the face-to-face modality. (More details soon)
 - *Pre-recorded online short presentations* (10 minutes).

Proposals must necessarily be registered in one of the four thematic axes of the congress and can be written in Spanish, Basque, French, Portuguese or English.

The chosen modality must be clearly specified in the proposal. In any case, depending on how the situation develops, organizers may make changes or adaptations.

Proposals will be sent to the following address: comunicaciones@uik.eus

The following reference must be indicated in the subject of the message: 005-21 Ainhoa Urbieta

Proposal format

All proposals must be sent in word format (.doc or .docx).

Communication and poster proposals must include: surname, name and institutional information, the title of the communication or poster, the thematic axis in which it is registered, an abstract, and a brief bibliography. The abstract, together with the bibliography, must not exceed 5000 characters (spaces included). The template for the elaboration of posters will be provided soon.

Symposia are sessions with coordinated communications and comprise three presentations and one discussion. They must have a coordinator who is responsible for the internal organization of the symposium and the submission of the proposal. The symposium proposal will be sent in an only document with a maximum of 20,000 characters (spaces included) and will include the following: the title and a general description of the symposium, the names of the authors and their institutional information, the thematic axis in which the symposium is registered, and the three communication proposals must follow the standards already mentioned above.

In order to proceed with the anonymous evaluation of the proposals, two versions will be sent in all cases: one version including all the information requested above, and an anonymous version without the name(s) and information of the author(s).

IMPORTANT DATES

- Deadline for the submission of proposals: November 30, 2020.
- Scientific committee response: February 1, 2021.

Information will be available in this website:

<https://www.ehu.eus/en/web/mho-unesco-katedra/isd2021>

PLENARY LECTURES

- Jean-Paul Bronckart, University of Geneva
- Ecaterina Bulea-Bronckart, University of Geneva
- Joaquim Dolz, University of Geneva
- Eliane Lousada, Luzia Bueno and Ermelinda Barricelli, members of the ALTER-AGE research group, Brazil.
- Talk: Itziar Idiazabal (UPV/EHU) and Fred Genesee (McGill University, Quebec)

ORGANIZING COMMITTEE

Ines M^a Garcia Azkoaga, Euskal Herriko Unibertsitatea (UPV/EHU);

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Roxane Gagnon, Haute École Pédagogique Lausanne;
Sandrine Aeby, Université de Genève;
Vera Lúcia Lopes Cristovão, Universidade Estadual de Londrina, Brasil.

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